



*Dear Educators,*

Are you helping your students form lifelong habits for good health? Encouraging heart healthy habits early in life can save lives later. Heart disease is the number one killer of Americans. That's why the National Recreation and Park Association (NRPA); the National Heart, Lung, and Blood Institute (NHLBI); and Scholastic Inc. have teamed up to create the **JumpStart—Get Active, Have Fun, Be Healthy** teaching materials.

**JumpStart** is packed with ideas for integrating both physical activities and nutritional information into your ongoing curriculum throughout the school year, culminating with a celebration of Physical Fitness Month in May.

We have included **JumpStart Family Pages** for your students to take home to encourage their families to get active, have fun, and be healthy.

Actively yours,

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Director  
Youth Health Initiatives  
Scholastic Inc.

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## CURRICULUM CONNECTIONS CHART

✓ = targeted curriculum area; ✕ = related areas  
(PA = Physical Activity N = Nutrition)

Activities (pp. 3-7)	Focus	LA	M	SS	Sci.
<b>LANGUAGE ARTS</b>					
1. Poetry for All Seasons	PA	✓			✕
2. Superheroes to the Rescue	N	✓	✕		✕
3. Snack-vertising	N	✓			✕
<b>MATH</b>					
4. Outdoor Math Challenges	PA	✕	✓		
5. Heart-Helping "Hands"	PA	✕	✓		
<b>SOCIAL STUDIES</b>					
6. Create-A-Park	PA	✕	✕	✓	
7. Run to the Border	PA	✕	✕	✓	
<b>SCIENCE</b>					
8. Activity Indicators	PA	✕	✕		✓
9. Decoding Labels: Fat	N	✕	✕		✓
10. Save the Ozone	PA			✕	✓

Schools in Motion (Page 7)

Resources (Back cover)

### KICK OFF AN ACTIVE SCHOOL YEAR

The message of **JumpStart** is "get up and get moving, in and out of the classroom." Above are some ideas to help you integrate physical activity and good nutrition into classroom lesson plans. Here are some more ideas to get JumpStart moving in your school:

- Share the **JumpStart Teaching Guide** with other classroom teachers.
  - Investigate ways your school can link up with local park professionals to provide access to local parks, recreation areas, nature trails and other public resources.
  - Start planning a school-wide celebration of Physical Fitness Month in May. Contact local park and recreation leaders for assistance.
  - Work with the cafeteria staff to promote heart healthy eating at your school.
- Note** that "park" can also mean a

nature trail, recreation area, or wildlife preserve; "school yard" means a school playing field or playground.

### LANGUAGE ARTS ACTIVITIES



#### I. Poetry for All Seasons (Seasonal):

**Objectives:** To understand how poets convey information about the natural world through word choice, imagery and rhythm. To observe the natural world and describe it in a poem.

**Benefit:** Promotes walking, the most popular of physical activities.

**Materials:** Poems about nature, notebooks, pens or pencils.

**Physical Activity:** Walking.

**Location:** Park or school yard.

**Directions:** Read and discuss a selection of season-specific poems, such as "Fall" and "The Four Seasons," by Jack Prelutsky; "Winter Moon," by Langston Hughes; or

### HEART HEALTHY HABITS

1. Spend thirty minutes a day in moderately intense physical activity.
2. Choose a variety of heart healthy foods, especially those lower in fat, saturated fat, and cholesterol.
3. Don't smoke.

*Poetry for Young People: Robert Frost*, edited by Gary Schmidt.

- Take students on a hike through a park. Have students make observations about what they see, hear, smell and feel.
- Back in class, have students write poems based on their observations.

**Wrap up:** Ask student volunteers to share their poems with the class. Students can display their poems on a seasonal or poetry bulletin board or “publish” them for wider distribution.

**Curriculum Link:** Science.

## 2. Superheroes to the Rescue (Any time):

**Objective:** To reinforce healthy eating concepts by creating superhero characters who inform the world about heart healthy foods.

**Benefit:** Encourages students to be advocates for heart healthy food choices.

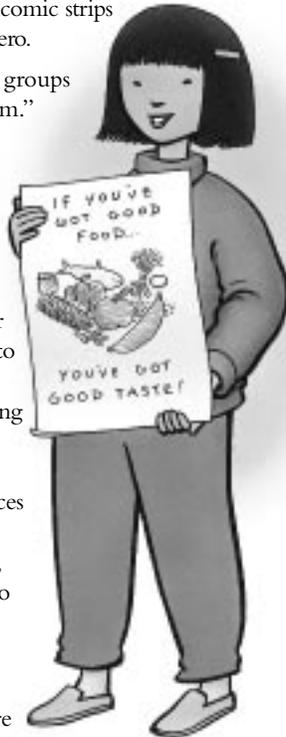
**Materials:** Paper, pens, construction paper and markers.

**Focus:** Nutrition.

**Directions:** Tell students that they are going to write and illustrate stories or comic strips featuring a heart healthy superhero.

- Have students work in small groups to solve a “nutrition problem.”  
For example: The populace of Sluggishtown never eats fruits and vegetables; their diet consists of high-fat foods exclusively.
- Ask groups to brainstorm names and characteristics for their heroes, and a solution to the problem. Then they can create a comic strip describing how the superhero gets the citizens of Sluggishtown to add heart healthy food choices to their diets.
- You can repeat this activity, each time asking students to come up with a different nutrition problem for the superheroes to solve.

**Wrap up:** Ask groups to share



their stories with the class. Display them on a bulletin board or publish them as a class comic or book.

**Curriculum Links:** Science, Math.

## 3. Snack-vertising (Any time):

**Objective:** To use persuasive writing techniques to spread nutrition information.

**Benefits:** Reinforces students’ knowledge of heart healthy food choices.

**Materials:** Construction paper; poster-board; markers and other art supplies; tape recorder and video camera (optional).

**Directions:** Divide the class into small groups. Explain that they will develop a billboard, magazine, newspaper, TV or radio advertisement for a heart healthy snack of their choosing.

- Groups should think of an interesting and fun way to “advertise” their snack, convincing others of its heart healthy properties.

**Wrap up:** Give groups approximately five minutes to present their ads. Display the ads in the classroom or school library.

**Curriculum Link:** Science.

## MATH ACTIVITIES



## 4. Outdoor Math Challenges (Any nice day):

**Objective:** To solve outdoor math challenges while being physically active.

**Benefit:** Connects physical activity and classroom subject matter.

**Materials:** Math Challenge sheets (1 per team), pencils,

clipboards (1 per team, optional), stopwatch.

**Physical Activity:** Walking, jogging.

**Location:** School yard or park.

**Directions:** Create a list of math challenges focusing on the school yard or park. These might include calculating the height of a tree or flagpole (on a sunny day so students can measure shadows); counting street lamps, benches, or different types of trees; determining the age of a building, statue or monument using the date on the plaque; determining the area of a playground. Contact the public relations department of your local park for ideas for specific park challenges.

- Assign students to teams. Before starting out, each team should choose a note-taker to record the team's solutions to the math challenges. Instruct students to jog between locations.
- All teams should start at the same time. Remind students that speed and accuracy are important. The team with the best time—and the most correct answers—is the winner.

**Wrap-up:** Review the answers and challenge teams to come up with other problems to solve.

**Curriculum Link:** Language Arts.

## 5. Heart-Helping “Hands”

(Any nice day):

**Objective:** To reinforce math skills while promoting physical activity.

**Benefit:** Increases cardiovascular endurance.

**Materials:** 5 decks of playing cards (remove jokers), 5 shoe boxes, equipment for the Card Run Action Stations, 6 cones, 1/4- or 1/8-mile course.

**Physical Activity:** Jogging; cardiovascular exercises.

**Location:** School yard or park.

**Directions:** Mark a circular jogging course with 6 cones.

- Set up an Action Station in the center of the jogging course with hula hoops, jump ropes, balls or hurdles. Place a shoe

box at the Action Station.

- Designate “Card Stations” at both ends of the course. Put an equal number of playing cards in four shoe boxes; place two shoe boxes at each Card Station.
- Have students scatter themselves randomly around the course. Explain that they will build a “hand” by picking up a card from one shoe box each time they pass that Card Station.
- Students may spend one minute at the Action Station each time they collect one of the following “hands”: 25 points (face cards are worth 10 points; aces, 1 point; all others are worth their face value); 3 cards with the same number; 4 cards of the same suit; 3 cards in numerical order (not necessarily the same suit); 2 pairs (such as 2 kings and 2 tens).
- After having their “hand” checked, students deposit their cards in the box at the Action Station and begin an activity of their choice. After 1 minute they resume jogging and collect new cards.

**Wrap-up:** Have students write a report evaluating this activity and proposing variations.

**Curriculum Link:** Language Arts.



## SOCIAL STUDIES ACTIVITIES

### 6. Create-A-Park (Any nice day):

**Objective:** To create maps and design an ideal park.

**Benefit:** Builds a sense of community stewardship; promotes walking.

**Materials:** Pens or pencils, graph and drawing paper, clipboards.

**Physical Activity:** Walking.

**Location:** Park.

- Hike through the park and have students note its features—ball fields, paths, water fountains, bike trails, and refreshment stands—on rough maps they draw on the spot.
- Back in class, students can work in small groups to create a more polished base map, incorporating some features of the existing park and including ideas for an

ideal park, such as a swimming pool, in-line skating area, and so on.

- Groups should write descriptions of each feature on their map, explaining why it's desirable. They can also name their parks to commemorate a local hero.
- Extend the lesson to learn more about the history of parks in the U.S. For example, your students can investigate the origins of the public park movement in 1898; or they can report on Theodore Roosevelt's role in the creation of national parks.

**Wrap up:** Groups can present their park designs to the class and then vote on the one they like best. Display the park maps on a bulletin board and share them with the local parks department.

**Curriculum Links:** Math, Language Arts.

## 7. Run to the Border (Any nice day):

**Objectives:** To learn geography while increasing cardiovascular endurance.

**Benefit:** Encourages geographic understanding and appreciation of open spaces.

**Materials:** Atlas, state maps, posterboard, markers.

**Physical Activity:** Power walking, jogging, or running.

**Location:** School yard, park.

**Directions:** Using a map of your state, work with students to choose a route that will take them from one state border to another. Then have students calculate the mileage between cities and points of interest along the way.

- Measure an "Activity Area" in the school yard or in a nearby park. Place cones or other markers to lay out a 1/4-mile loop.
- Post the map and explain that students will chart their individual or team progress toward each destination by power walking/jogging/running around the Activity Area

### WARM UP/ COOL DOWN

Before starting any moderate to vigorous physical activity, warm-up by stretching, walking, or doing the activity in slow motion. Cool down the same way.



during an allotted time. (This can take place over several days.)

- Record the number of loops completed by each student and translate this number into miles. For example, 1 loop (1/4-mile) = 1 or more map miles. Have students chart the miles on maps to show their progress.
- You can extend the activity by having students keep diaries about their imaginary trip. They should include information about what they see along the way: natural wonders; physical features of the terrain, cities, weather, and so on.

**Wrap-up:** Students can share their diaries with the class. You can also display the diaries with a state map showing the route.

**Variations:** Students can run across the U.S., run from one National Park to another, or run along the Oregon Trail.

**Curriculum Links:** Math, Language Arts.

## SCIENCE ACTIVITIES



## 8. Activity Indicators

(Any time):

**Objective:** To learn about the physical effects of aerobic activity.

**Benefit:** Provides students with a personal experience

### TAKE YOUR PULSE!

Place the index and middle fingers of one hand on the inside wrist of the other hand. Slide your fingers towards the thumb side of the wrist. Count the number of beats for six seconds, then multiply by 10 to get the pulse for sixty seconds.

Measure the Intensity of an Activity (heart beats per minute, bpm)

Low = less than 120 bpm;  
Moderate = 120-150 bpm;  
Vigorous = more than 150 bpm

of aerobic activity.

**Materials:** Equipment for activities (as needed), stopwatch.

**Physical Activity:** cardiovascular exercise

**Location:** Classroom.

**Directions:** Have students stand by their desks and slowly march in place. Time them for approximately one minute, then tell them to start marching faster and faster for another minute or so.

- Ask them to stop and take their pulse. (See the box at left.) Then have students describe what happened as they increased their activity (e.g. hearts beat faster, faces felt warm, and they started breathing hard and sweating). Discuss why these things happen.

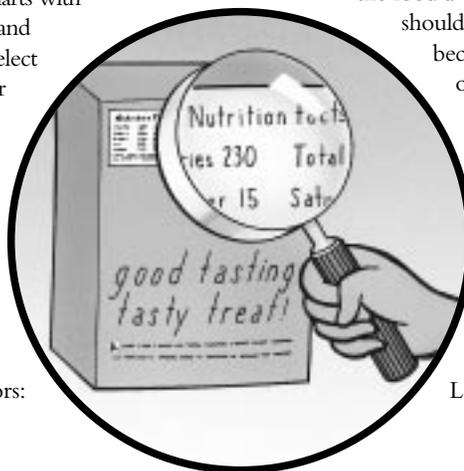
- Heart beats faster: It's pumping more blood to all the muscles you are using. (The heart pumps blood through the body in an alternating pumping and resting action you can feel as a pulse in the large artery in your wrist.)

- Face feels warm: Being active causes your body temperature to rise.

- Breathing harder: Your body needs more oxygen for the muscles you are using.

- Sweating: This helps cool your body temperature.

- Have students create charts with headings for "Activity" and "Activity Indicators." Select a variety of activities for students to do, such as sitting, running, walking, jumping rope, or playing Frisbee®. After students complete each activity, have them record the name of the activity and one or more of these Activity Indicators:



Increased Pulse Rate, Hard Breathing, Warm Face, Sweating. They can describe the Activity Indicators in more detail by writing a paragraph about each activity.

**Wrap-up:** Discuss the Activity Indicator descriptions for various activities.

**Curriculum Links:** Math, Language Arts.

### 9. Decoding Labels: Fat (Any time):

**Objective:** To compare information about the fat content in foods using food labels.

**Benefit:** Helps students make significant choices about their diet.

**Materials:** Nutrition Facts food labels, paper, pens or pencils.

**Directions:** Explain to students that while fats are essential to health, too much fat, especially saturated fat, in a person's diet can lead to heart disease later in life. Show students some Nutrition Facts food labels and ask them to collect labels from packages of their favorite foods.

- Have students bring in labels. Make sure you have samples of food labels from snacks and milk (skim, whole and 2%).

- Explain to students that they can tell how much total fat and saturated fat is in a serving of food by checking the food label. Briefly discuss serving size. Compare the label's definition of a serving to the student's idea of one.

- Ask students to compare the "% Daily Value" (% DV) of fat listed on their labels. Explain that the total % DV of fat in all

the food a child eats in a day should total less than 100%

because the DV is based on adult needs. Conduct a class discussion about heart healthy foods and make a list of alternatives to high-fat favorites.

**Wrap up:** Have students share their findings.

**Curriculum Links:** Language Arts, Math.

- 10. Save the Ozone** (Any nice day):  
**Objective:** To reinforce information about threats to the ozone layer.  
**Benefit:** Reinforces throwing skills. Links science concepts and a physical activity.  
**Materials:** 1 Frisbee® per 2 students, 10 hoops, reference materials related to the ozone layer, such as *Ecology For Every Kid: Easy Activities That Make Learning Science Fun*, Janice VanCleave.  
**Physical Activity:** Throwing.  
**Location:** School yard or park.  
**Directions:** Students take turns using the Frisbees®. Have players stand in a line facing the hoops—representing holes in the ozone layer—scattered in front of them at various distances (10–20 yards).
- When you say “Throw,” students should attempt to throw their “ozone repair systems” (Frisbees®) into the holes to keep North America from becoming flooded. (The ozone layer keeps the Arctic ice cap from melting.)
  - On the “Retrieve” signal, all students get their Frisbees® and run back to the throwing line so the next set of players can throw.
  - **Game rules:** Students score 5 points for a Frisbee® that lands completely inside hoops and 2 points for a Frisbee® that lands touching a hoop. After accumulating 10 points, a student calls out “repairing one hole” and removes 1 hoop. Continue until all hoops have been removed.
- Wrap-up:** Review why protecting the ozone layer is important.  
**Curriculum Links:** Social Studies.

**Emphasis:** Sportsmanship, sharing, safety and improvement.  
**Location:** School yard or park.  
**Materials:** Clipboards, pens, stopwatches, and equipment for different events.

**Sample All-School Events**  
 Non-competitive team event activities:

- **All-School Run USA**  
 Expand on the Run to the Border activity (page 5) by creating a coast-to-coast challenge. See if the whole school can get across the U.S. in one day.
- **Dance Marathon**  
 Teams try to dance, without stopping, for given periods of time. Repeat this activity to allow teams to improve their times.

**Class Events**

- **Activity Log**  
 Assign 10 points for every 30 minutes of physical activity recorded in students’ logs. Have students tally their own

**REINVENTING RELAY RACES**

- Assign small teams (only two or three students each) at different skill levels.
- Use a time standard to compete against, rather than other teams.
- Have teams work to achieve their own personal best effort, which focuses on cooperation and improvement.
- Allow more than one student from each team to perform each leg of the relay.



**SCHOOLS IN MOTION**  
 MAY IS PHYSICAL FITNESS MONTH



Work with other teachers, school administrators, local park professionals, and parents to transform a traditional sports “day” or week into a celebration of Physical Fitness Month with a series of non-competitive, all-inclusive events.

scores for each week or month and note significant changes.

● **JumpStart Wrap-Up**

Discuss the heart healthy behaviors covered in the JumpStart activities. Review the healthy choices for physical activity and eating that students can make every day.



## RESOURCES

**National Recreation and Park Association (NRPA)** Find more great JumpStart activities on the NRPA website: <http://www.nrpa.org>

**National Heart, Lung, and Blood Institute (NHLBI)** For more information on heart healthy eating and physical activity, write for a catalog of publications: NHLBI Information Center  
P.O. Box 30105, Bethesda, MD 20824-0105.  
**NHLBI website:**  
<http://www.nhlbi.nih.gov/nhlbi/nhlbi.htm>

**Materials developed under a grant from NHLBI:**

**CATCH (Child and Adolescent Trial for Cardiovascular Health)**

**email: [nhlbiic@dgsys.com](mailto:nhlbiic@dgsys.com)**

CATCH materials provide skills training in heart healthy eating, physical activity and smoking prevention for students in grades 3-5. A school cafeteria program is also available.

**SPARK (Sports, Play, and Active Recreation for Kids) 1-800-SPARK-PE**

This Physical Education curriculum for students in grades K-6 is designed to encourage maximum student participation.

**Other Publications**

**U.S. Department of Agriculture/Food and Consumer Service, Food, Family & Fun: A Seasonal Guide to Healthy Eating,** Stock #001-000-04627-6. Distributed to school libraries nationwide. Order extra copies by calling **202-512-1800.**

**U.S. Food and Drug Administration, Check It Out! The Food Label, The Pyramid and You** (Brochure 95-2288). Call **301-827-4420.**

